2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Received Texas Education Agency 2015 AUG 20 PM 12: 40 Document Control Center Grants Administration
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#		Amendment #
San Felipe Del Rio CISD		233901	North Heights #103		

Vendor ID #	ESC Region #	US Congressional District #		DUNS #
1741694073	15	23		069452118

Mailing address		City	State	ZIP Code
San Felipe Del Rio CISD PO Box 428002		Del Rio	TX	78842-8002

Primary Contact

First name	M.I.	Last name	Title
Eliza		Diaz	Campus Principal

Telephone #	Email address	FAX #
830-778-4780	eliza.diaz@sfdr-cisd.org	830-778-4922

Secondary Contact

First name	M.I.	Last name	Title
Sandra	T.	Hernandez	Campus Principal

Telephone #	Email address	FAX #
830-778-4073	sandrat.hernandez@sfdr-cisd.org	830-778-9840

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Carlos	H.	Rios	Superintendent of Schools
Telephone #	Email address	FAX #	
830-778-4007	carlos.rios@sfdr-cisd.org	830-774-9840	

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-15-107-030

Schedule #1—General Information (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, <u>the application will be disqualified</u>.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	(A) Replace the principal who led the school prior to commencement of the transformation model;
	(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	    i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	    ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of

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the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

   iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.

(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

   i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

   ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

   iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

(B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

| 8. | The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. |

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3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
    (A) Data to identify the population at risk of dropping out of school;
    (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    (C) Early College brochures in all languages relevant to the school community;
    (D) Written communication plan for relevant target audiences: parents, community members, school board.
    Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

    (A) Partnership between the school district and an institute of higher education (IHE) that:
        i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
        ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
        iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
    (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
    (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
    Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
    Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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(A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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	The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements:
	
	1. Offer full-day kindergarten.
	2. Establish or expand a high-quality preschool program.
	   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
	     (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
	     (B) High-quality professional development for all staff;
	     (C) A child-to-instructional staff ratio of no more than 10 to 1;
	     (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
	     (E) A full-day program;
	     (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
	     (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
	     (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
	     (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
	     (J) Program evaluation to ensure continuous improvement;
	     (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
	     (L) Evidence-based health and safety standards.
	
	3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
	
	4. Provide educators, including preschool teachers, time for joint planning across grade levels.
	
	5. Replace the principal who led the school prior to the commencement of the early learning model.
	
	6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	     (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	     (B) Are designed and developed with teacher and principal involvement;
	
	7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

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	8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
	
	9. Use data to identify and implement an instructional program that is:
	    (A) Research-based;
	    (B) Developmentally appropriate;
	    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
	    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
	
	10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	
	11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
	    (A) Aligned with the school's comprehensive instructional program
	    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
	
	12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
	
	13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
	
	14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.
	
	If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:
	
	1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
	
	2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    (A) Screen all existing staff and rehire no more than 50 percent; and
	    (B) Select new staff
	
	3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	
	4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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	5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
	
	6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
	
	7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
	
	8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
	    (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
	    (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
	    (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
	
	9. Provide appropriate social-emotional and community-oriented services and supports for students.
	
	If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	    (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	    (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	    (A) School leadership
	    (B) Teaching and learning in at least one full academic content area
	    (C) Non-academic supports for students

	(D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:
	
	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	
	2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
	    (A) significant improvement in academic achievement
	    (B) success in closing achievement gaps either within a school or relative to other public schools
	    (C) High school graduation rates
	    (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	
	3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	
	If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.

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	(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement**, **system transformation**, and **sustained reform**.

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

North Heights Elementary in San Felipe Del Rio Consolidated Independent School District is requesting grant funds to augment core instruction by implementing research-based strategies considered as best practices of effective instruction. Grant funding will be utilized to support the district's vision to maximize the utilization of quality curricula and diverse instructional practices to ensure student achievement exceeds state averages particulary in state Performance Index 1, 2 and 3. A downward trend in our STAAR data within special populations across all grade levels and content areas impacted the campus accountability rating, thus identifying North Heights as an "Improvement Required" campus for the 2013-2014 school year. These subsequent ratings became the basis for the sense of urgency and the primary focus for change and reform. There is a fundamental focus to improve classroom instruction and specifically target student achievement within the Hispanic and economically disadvantaged subgroups. The Hispanic subpopulation at North Heights is 95% and the economically disadvantaged subpopulation is 85%. These critical need groups drive the need to restructure and reform the manner in which we are instructing students. Therefore, the project's model will focus on guided instruction as a means to support student growth in all content areas. Providing guided instruction will not only serve proficient and advanced learners, but most importantly assist in serving students who have consistently shown minimal growth, if any, in overall achievement on the STAAR test.

The Transformation Model was chosen as a means to implement **Project GREAT**. The goal of choosing this model was to promote student growth. **Guided Instruction** will be a vehicle to support student growth in all areas. Increased **Rigor** in instructional delivery will ensure students are prepared to be successful on state summative assessments. Through **Engaging Lessons** and inquiry-based learning activities, students will be motivated learners which will lead to decreased tardiest and absences. Staff development will be provided to create **Authentic**, rigorous teaching and learning experiences that are research-based. **Technology** will be an avenue for preparing students for 21st century skills and strategies. Students will be involved in technology-based learning opportunities during and after school during each extended school day. By engaging teachers in embedded professional development opportunities, a collaborative culture of scaffolded support will be established. Teachers will be provided incentives for attending additional trainings and other rewards for designing exemplar lessons and establishing demonstration classrooms for colleagues and teachers from other campuses to visit. The implementation of the one-to-one initiative in grades 2-5 and state of the art technology in classrooms will assist in developing the 21st century learner. The new principal at North Heights Elementary will work closely with her assistant, instructional coaches, and team leaders to establish professional learning communities (PLC) as part of this Transformational Model (Dufour, Dufour, Eaker, & Many, 2010). This will allow for a focus and commitment to individual learners. The superintendent of schools has given the new principal, one who has a proven track record for school transformation, operational flexibility and has committed to provide sustained support as the principal embarks on an exciting journey to implement **Project GREAT**.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The comprehensive needs assessment, completed by the site-based decision making team, helped determine a strong need for change as related to the Critical Success Factors (CSF) and milestones in the TEA grant. San Felipe Del Rio CISD is committed to providing operational flexibilities to North Heights Elementary based on a sense of urgency to improve academic achievement. In the 2014-2015 state performance report, North Heights scored 59 points in Index I (Student Achievement), making this the third consecutive year that the campus scores below 60%. During the five year cycle of the TEA grant project, initiatives will be implemented in a purposeful and intentional manner. A Project Coordinator will be hired to oversee the implementation of the grant and ensure that guided instruction is effective, technology integration is successful, and continuous monitoring occurs with the collaborative leadership of the Great Heights team. With the funding assistance provided by this grant, job embedded professional development will help teachers make a seamless transition into new initiatives and the nature of the structure and organization of the program will ensure sustainability after the grant period ends.

North Heights Elementary CNA Key Areas of Focus	TTIPS Critical Success Factors and Milestones
Demographics: *Economically Disadvantaged and English Language Learners*	CSF1 Improve Academic Performance *Implement engaging instructional strategies to include guided instruction, technology, and inquiry-based learning.*
Student Achievement: *STAAR Reading, Writing, Math, and Science across grade levels*	CSF1 Improve the Instructional Program *Implement engaging instructional strategies to include guided instruction, technology, and inquiry-based learning.*
School Culture & Climate: *Develop Professional Learning Communities*	CSF2 Increase Teacher Quality *Provide embedded professional development focused on quality instruction.*
Staff Quality/Professional Development: *Content appropriate staff development;* *Teacher Incentives*	CSF3 Increase Leadership Effectiveness *Seek ways to Improve in the area of walk-through feedback to increase teacher participation of plan.*
Curriculum, Instruction, & Assessment: *21st Century Learning Skills and Strategies;* *Increase engaging instruction*	CSF4 Increase Use of Quality Data to Inform Instruction *Create data binders and provide in-depth training on data analysis to enhance student success and growth.*
Family & Community Involvement: *Increased opportunities for parental involvement*	CSF5 Increase Learning Time *Provide flexible schedule opportunities during the day and extended day with specific a focus.*
School Organization: *Increase time on task*	CSF6 Increase Parent Community Engagement *Schedule parent nights where food is provided and utilize guest speakers/activities to promote the value of education in an effort to reduce excessive tardies and absences.*
Technology: *Increase use of technology to engage and motivate students.*	CSF7 Improve School Climate *Utilize leadership team as an infrastructure for school improvement/transformation.*

Each statutory requirement of the grant has been addressed in this application. A new principal was assigned to North Heights Elementary fo the 2015-2016 school year. The administrative team used a screening process based on set criteria to select the highest-quality and best-fit external providers. A schedule will be utilized for monitoring purposes to include the campus administrators, instructional coach, District Coordinator for School Improvement (DCSI), and the grant program coordinator. The evaluation system to determine student growth will include multiple data sources and will be monitored frequently by teachers and administrators. A tiered approach for incentives will be implemented focusing on student growth at the campus level. The goal is to provide incentives that will encourage high quality instruction and promote a positive school climate.Pre-implementation activities will include: conduct technology assessment, schedule necessary infrastructure to be put in place to prepare for one-to-one technology use by students, order devices for students in grades two through five, provide technology training for teachers, provide in-depth training on using data to drive instruction, order leveled readers and set up a literacy closet, secure dates and establish contracts with external providers, begin the process of hiring key personnel necessary for implementation of the grant. The budget was developed as grant initiative ideas unfolded, and included a support team consisting of campus and district personnel.

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Texas Education Agency

Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$208,320	$60,000	$135,000	$407,920	$65,000	$407,920	$65,000	$407,920	$65,000	$407,920	$65,000	$1,840,000
#8-Professional and Contracted Services	6200	$165,000	$0	$8,000	$295,000	$0	$295,000	$0	$250,500	$0	$190,500	$0	$1,196,000
#9-Supplies and Materials	6300	$100,000	$0	$100,000	$150,000	$0	$150,000	$0	$150,000	$0	$150,000	$0	$850,000
#10-Other Operating Costs	6400	$135,000	$0	$10,000	$160,000	$0	$160,000	$0	$160,000	$0	$135,000	$0	$760,000
#11-Capital Outlay	6600/15XX	$700,500	$0	$0	$20,000	$0	$20,000	$0	$0	$0	$0	$0	$740,500
Consolidate Administrative Funds	☐ Yes ☐ No												
Percentage% indirect costs (see note):	N/A	N/A	$	N/A	N/A	$	N/A	$	N/A	$	N/A	$	$
Grand total of budgeted costs (add all entries in each column):		$1,298,900	$60,000	$253,000	$1,023,000	$65,000	$1,023,000	$65,000	$1,003,000	$65,000	$873,500	$65,000	$5,386,500

Administrative Cost Calculation

Enter the total grant amount requested:	$5,336,900
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$269,325

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years. Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 233901　　　　　　　　　　Amendment # (for amendments only):

#	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Teacher			$	$	$	$	$	$	$
2	Educational aide			$	$	$	$	$	$	$
3	Tutor	12		$35,000	$35,000	$65000	$65000	$65000	$65000	$295,000
Program Management and Administration										
4	Program Coordinator	1		$60,000	$60,000	$65,000	$65,000	$65,000	$65,000	$320,000
5	Title			$	$	$	$	$	$	$
6	Title			$	$	$	$	$	$	$
Auxiliary										
7	Title			$	$	$	$	$	$	$
8	Title			$	$	$	$	$	$	$
9	Title			$	$	$	$	$	$	$
Other Employee Positions										
10	Technology Technician	1		$40,000	$40,000	$45,000	$45,000	$45,000	$45,000	$220,000
11	Technology Instructional Coach	1		$50,000	$	$58,000	$58,000	$58,000	$58,000	$282,000
12	Title			$	$	$	$	$	$	$
13	Subtotal employee costs:			$185,000	$135,000	$233,000	$233,000	$233,000	$233,000	$1,117,000
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			$2,500	$	$15,000	$15000	$15000	$15000	$62,500
15	6119 Professional staff extra-duty pay			$7,100	$	$90,000	$90,000	$90,000	$90,000	$367,100
16	6121 Support staff extra-duty pay			$3,800	$	$60,000	$60,000	$60,000	$60,000	$243,800
17	6140 Employee benefits			$9,920	$	$9,920	$9,920	$9,920	$9,920	$49,600
18	61XX Tuition remission (IHEs only)			$	$	$	$	$	$	$
19	Subtotal substitute, extra-duty, benefits costs			$13,400	$0	$165,000	$165,000	$165,000	$165,000	$673,400
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$208,320	$135,000	$407,920	$407,920	$407,920	$407,920	$1,840,000

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Texas Education Agency

Standard Application System (SAS)

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$	$	$	$	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$	$	$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Professional development for technology-integrated instruction in the implementation of one-to-one initiative.	☐	$25,000	$	$80,000	$80,000	$35,500	$35,500	$256,000
2	Professional development to support leadership team development, data disaggregation and state accountability	☐	$30,000	$	$55,000	$55,000	$55,000	$30,000	$225,000
3	Professional development for TEKS curriculum, guided instruction and lesson delivery, research-based instruction	☐	$25,000	$8,000	$60,000	$60,000	$60,000	$35,000	$240,000
4	Professional development specific to developing literacy K-5th grades	☐	$40,000	$0	$55,000	$55,000	$55,000	$25,000	$230,000
5	Professional development for developing PLC & coaching	☐	$25,000	$0	$25,000	$25,000	$25,000	$10,000	$110,000
6	Contract services for team building and parental support	☐	$20,000	$	$20,000	$20,000	$20,000	$20,000	$100,000
7			$	$	$	$	$	$	$
8			$	$	$	$	$	$	$
9			$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$165,000	$8,000	$295,000	$295,000	$250,500	$190,500	$1,196,000
a.	Subtotal of professional and contracted services requiring specific approval:		$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$165,000	$8,000	$295,000	$295,000	$250,500	$190,500	$1,196,000
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	$	$	$	$	$	$
	(Sum of lines a, b, and c) Grand total		$165,000	$8,000	$295,000	$295,000	$250,500	$190,500	$1,196,000

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 233901 | Amendment number (for amendments only):

Expense Item Description

#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	Technology Hardware—Not Capitalized										
6399	1										
	2										
	3			$	$	$	$	$	$	$	$
	4										
	5										
6399	Technology software—Not capitalized				$50,000		$50,000	$50,000	$50,000	$50,000	$250,000
6399	Supplies and materials associated with advisory council or committee				$	$	$	$	$	$	$
	Subtotal supplies and materials requiring specific approval:				$	$	$	$	$	$	$
	Remaining 6300—Supplies and materials that do not require specific approval:				$250,000	$100,000	$250,000	$250,000	$200,000	$100,000	$1,050,000
	Grand total:				$300,000	$100,000	$300,000	$300,000	$250,000	$150,000	$1,300,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 233901

Amendment number (for amendments only): ____

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: Curricular academic/lab field investigation instruction focusing on STEM.	$100,000	$	$100,000	$100,000	$100,000	$100,000	$500,000
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$	$	$	$	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose: Lead4Ward, Solution Tree, UT Dana Center	$10,000	$	$10,000	$10,000	$10,000	$10,000	$50,000
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490	Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$25,000	$	$50,000	$50,000	$50,000	$25,000	$200,000
	Remaining 6400—Other operating costs that do not require specific approval:	$	$10,000	$	$	$	$	$
	Grand total:	**$135,000**	**$10,000**	**$160,000**	**$160,000**	**$160,000**	**$135,000**	**$760,000**

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In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration *Administering a Grant* page.

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 233901

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	6669/15XX—Library Books and Media (capitalized and controlled by library)									
1	Library Books	N/A	N/A	$20,000	$	$20,000	$20,000	$	$	$60,000
	66XX/15XX—Technology hardware, capitalized									
2	Wireless Access Points	50	$1,000	$50,000	$	$	$	$	$	$50,000
3	POE Switches	10	$20,000	$200,000	$	$	$	$	$	$200,000
4	Laptops	460	$400	$184,000	$	$	$	$	$	$184,000
5	Network Cables	40	$2,125	$85,000	$	$	$	$	$	$85,000
6	3-D Projectors	40	$3,000	$120,000	$	$	$	$	$	$120,000
7			$	$	$	$	$	$	$	$
8			$	$	$	$	$	$	$	$
	66XX/15XX—Technology software, capitalized									
9			$	$	$	$	$	$	$	$0
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13			$	$	$	$	$	$	$	$
	66XX/15XX—Equipment, furniture, or vehicles									
14	Computer Tables	50	$350	$17,500	$	$	$	$	$	$17,500
15	Chairs	200	$50	$10,000	$	$	$	$	$	$10,000
16	Bookshelves	40	$350	$14,000	$	$	$	$	$	$14,000
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
	66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
21			$	$	$	$	$	$	$	$0
	Grand total:			$700,500	$	$20,000	$20,000	$	$	$740,500

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For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	746		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	4	.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	712	95.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	27	3.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	1	.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	632	84.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	186	24.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	57	7.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	31		
Disciplinary placements in In-School Suspension	0		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	3		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		97.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	N/A	N/A%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	N/A	59%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		N/A%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		N/A%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		N/A%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 2: Student Demographics- Comments
Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In reviewing the data, economically disadvantaged students and Hispanics have scored lower in comparison to the All student group. Trends over time show these subgroups have made minimal growth or no growth at all. Project GREAT will assist in meeting the needs of not only the identified subpopulations, but all students at North Heights Elementary. Reading is an essential skill necessary to sustain students throughout their school careers and beyond, so determining the reason why so many students are struggling readers is paramount. According to Lyons (2003), "With the exception of the one percent of students with neurological problems, all children can learn to read if given the right opportunities, context, and assistance".Guided reading instruction serves as the context to provide the differentiation necessary to take each student where they are and move them as far as they can go on the literacy continuum. This will help to maximize student growth in an effort to close achievement gaps within the subgroups at North Heights. According to Freppon and Dahl (1998), in order to provide a true balance between teaching and learning, thoughtful teachers set high expectations and provide authentic learning experiences in an effort to help students become life-long, literate learners. Through inquiry-based teaching and technology enhanced instruction, students will be more motivated and engaged in the learning process. By increasing rigor, and providing authentic learning experiences, student growth in reading levels will be impacted in a positive way. At North Heights Elementary, 85% of the student population is economically disadvantaged. Typically, economically disadvantaged students lack parental support, exposure to technology, and language experiences which can heighten a child's success rate. Through Project GREAT, the campus can support the needs of the economically disadvantaged students by providing guiding and motivational speakers for parents which will in turn increase the value that parents place on education. The one-to-one initiative would put technology at the students' fingertips increasing their love for learning. This grant initiative will provide authentic learning opportunities throughout the day and beyond to include extended day opportunities.

North Heights Elementary STAAR Reading Results:

3rd Grade Reading	2013	2014	2105
All	71%	52%	38%
Hispanic	70%	50%	38%
Economically Disadvantaged	69%	48%	38%
4thGrade Reading	**2013**	**2014**	**2015**
All	54%	56%	53%
Hispanic	53%	55%	53%
Economically Disadvantaged	53%	58%	49%
5th Grade Reading	**2013**	**2014**	**2105**
All	77%	69%	65%
Hispanic	77%	68%	65%
Economically Disadvantaged	74%	64%	64%

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 233901		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	65.5		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	45.2	69%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	51.5	78.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.0	3.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	14	21.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	35.7	78.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	9.5	21.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1.6	3.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	13.3	29.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	8.2	18.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	12.9	28.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	9.1	20%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	27,947		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	39,761		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	43,503		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	48,459		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years	55,360		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	9	14%	Human Resource Personnel Files
Staff with Bachelor's degree as highest level attained	41	63%	Human Resource Personnel Files
Staff with Master's degree as highest level attained	15	23%	Human Resource Personnel Files
Staff with Doctoral degree as highest level attained	0	0%	Human Resource Personnel Files

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus Staff Data	Target Solution for Campus Staff
Data analysis based on the Comprehensive Needs Assessment (CNA) indicated that overall, the teachers felt they needed more in-depth training in examining student data and integrating data to guide instruction as well as interventions.	Utilize Lead4ward support team via Webinar sessions to assist the campus leadership team by building capacity to create sustainable transformative leadership.
Data from the Texas Academic Performance Report demonstrates there are a significant number of teachers with one to five years teaching experience. Looking at district data trends, these teachers have had minimal training in guided reading instruction	Utilize external provider to conduct training and follow-up support to ensure teachers understand how to effectively do guided reading. The technology instructional coach will support the initiative and provide ongoing follow-up support as well Campus administration will attend trainings and use walk-through to provide timely, specific feedback regarding teachers' use of guided reading to provide differentiation to meet the needs of all students
District data trends show teachers with more than five years of experience have minimal knowledge of using technology as an instructional tool to enhance instruction	Enlist the support of the DELL team to provide customized outcome-based learning programs, as well as coaching, modeling, and integration of one-to-one instruction.

Based on data trends, the range of staff member experience and their diverse needs for professional development calls for in-depth training in analyzing data, implementing guided instruction and technology enhanced instruction. Receiving grant funding would allow the campus to provide high impact professional development opportunities for our teachers. Innovations in content delivery, assessment methods, and adaptive learning are changing what it means to educate students in the 21st century. New technologies are enhancing our understanding of how students learn and providing instructors the ability to customize instructional materials and create personalized learning experiences tailored to meet students' individual needs.

By utilizing such providers with reputable and proven track records for school improvement, North Heights will become a GREAT place to teach and learn. This makes the grant a critical and much needed component in helping to propel our campus to move beyond satisfactory to outstanding.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	110	107	111	126	128	131	0	0	0	0	0	0	0	713

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	5	5	5	6	6	6	0	0	0	0	0	0	0	33

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analy͙ ͙ and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of ·' .ning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In **March** the principal met with the staff to discuss the process and purpose of the Comprehensive Needs Assessment. The principal reviewed the framework which:
- Provides districts and schools with a clear view of their strengths, areas for improvement, challenges and successes;
- Enables a systematic review of practices, processes, and systems within a school district;
- Assists district and school leadership in determining needs, examining their nature and causes, and setting priorities for future action;
- Guides the development of a meaningful district or school plan and suggest benchmarks for evaluation; and
- Most importantly, it is a cornerstone of continuous improvement, ensuring the best possible outcomes for all students.

Next, the principal explained the steps in the process:
- Step 1-Review the purpose and outcomes for conducting the CNA;
- Step 2- Establish committees for each area of the CNA;
- Step 3-Determine which types of data will be collected and analyzed by the committee to develop the school profile;
- Step 4-Determine areas of priority and summarize needs;
- Step 5-Connect the CNA to the district/campus improvement plan development and review process.

Lastly, the principal identified the leadership team for the CNA team to include staff, parent, and community/business members.

In **April,** team leaders met with their assigned committees to analyze data, identify strengths, weaknesses, and priorities of the identified CNA categories.

In **May,** the CNA leadership team met to review the findings, identify trends, and finalize the CNA. The identified trends became the priorities for our grant application.
The committee determined which data should be collected to provide the most information regarding the strengths and needs of the school. The team was purposeful about gathering sufficient key data sources to assess the strengths and needs at North Heights Elementary. Data was disaggregated based on applicable groups, to be examined longitudinally, by grade levels and classrooms over the last three years to identify patterns, trends, and strengths.
The transformational model was selected because it was aligned to the CNA. As per the model description, there was evidence that there was a need for a change in student achievement. In implementing this model, it will allow us to focus on individual student achievement through job-embedded professional development, incentives for teachers, and by implementing instructional strategies that are research-based such as guided instruction and technology-enhanced instruction.

In **July**, due to changes in administration and leadership, a meeting was conducted to review the Campus Needs Assessment and Campus Improvement Plan in order to identify priorities to be included in the generation of the grant application.

Committee members: Eliza Diaz (Principal), Cheryl Pond (Assistant Principal), Theela Rodriguez (Kindergarten),Brenda Campos, (1st Grade),Letty Amezcua (2nd Grade), Nelda Juarez (3rd Grade), Guadlupe Ortiz (4th Grade), Laura Langton (5th Grade), Yolisma Garza (Librarian), Sobie Lopez (Library Aide), Janna Montoya (Bilingual Advocate), Nancy Munoz (Instructional Coach), Gilberto Ochoa (Special Education), Arnoldo Romero (GT Teacher), Diva Vasquez (Parent), Eddie Ochoa (Community Member)

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With input from campus and District leaders, North Heights Elementary teachers and parents reviewed the state-design models and through consensus selected the Transformational Model. Our urgent need was to assist the Hispanic and econiomically disadvantaged students that consistently were not doing well. The reform goal for Project GREAT is to increase student achievement and to meet all state accountability indexes since this has not occurred over the span of two years. With a new principal in place, the Transformational Model was an appropriate and effective choice in targeting the priorities of the campus since this state model and Project Great both focus on attaining student growth.

An in-depth study of the possible intervention models was conducted. During this process they narrowed it down to two possible models the school was eligible for (transformational and early learning intervention model.	→	Next, they reviewed the needs assessment generated during the Comprehensive Needs Assess-ment (CNA) and studied the areas identified as priorities by the leadership team comprised of staff members, parent, community member and campus administration.	→	The committee carefully examined the components of both models having a substantive conversations as to which one would be the best fit to take North Heights to implement Project GREAT.	→	Finally, after careful deliberation, it was determined the trans-formational model most appropriately aligned to the identified priorities of the campus.

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Schedule #13—Needs Assessment (cont.)

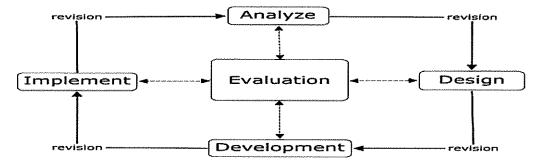| County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Prior to the start of the school year, the new principal conducted a parent meeting that was open to the public. Parents and community members have been involved in the needs assessment process since March 2015. It is through the needs assessment process that priorities for Project GREAT were developed. At this meeting the principal introduced herself and the leadership team which had completed the Comprehensive Needs Assessment (CNA), developed the school's priorities for school improvement. The principal discussed ideas they generated to address the priorities, and provided time for the audience to ask questions. There was an open dialogue where the principal charted their ideas, suggestions, and concerns to be taken back to the Leadership Team for further review and possible revisions of the campus improvement plan. The principal also discussed the grant opportunity and presented the various models. She explained each one and shared her vision of how project GREAT aligned to the needs assessment. Upon further discussion and input from the audience, and tallying of votes, the Transformational Model was deemed as the most appropriate fit to accommodate the needs for school improvement at North Heights Elementary and the one that would take the campus to GREAT Heights. The principal clarified that the document was a living document that would be constantly revised as data is analyzed by all stakeholders to ensure students are receiving GREAT instruction.

Some of the meaningful ways families and the community will benefit from the grant implementation include, but are not limited to:

- Parent involvement activities will be held to encourage parents to be a part of the school culture. Activities will focus on strategies to help parents help their children academically;
- Academic fair nights where students plan and prepare to teach something to their parents;
- Family nights where meals are provided and guest speakers/role models promote the message that education should be valued to ensure all kids graduate and have the necessary skills to succeed in our global economy;
- Partnerships with local businesses to involve the community in the education of our youth;
- School-wide data night for families of students in grades 3-5 where students are given the opportunity to share their progress and collaborate with their parents to develop contracts for student commitment to set goals for improvement in student achievement.

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Schedule #14—Management Plan

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Monitors grant program and their expenditures to ensure compliance with regulation guidelines. Serves as a liaison between district office and campus remaining closely connected to progress in the implementation of the grant.	Master's degree in Education Superintendent or Adminstrator certificate issued by TEA 3 years experience in program management and three years in campus administration
2.	Project Coordinator	Provide coordination of day-to-day operations of the project to include budget responsibilities. Coordinate services with campus administrators and other staff and community organizations. Coordinate media efforts, assist with data collection, and provide technical assistance to ensure that the project adheres to goals and objectives in the grant proposal.	Bachelor's degree (Master's preferred) Experience working as a campus leader working with all staff and community organizations; 3 to 5 years of successful teaching or administrative experience; ability to assume leadership and keep a variety of activities on track; effective communication skills
3.	Computer Technician	Install and upgrade computers, networking cabling, and software. Diagnose and repair equipment, and do preventive maintenance, perform other duties necessary for the grant.	High school diploma or GED Two year associates degree in computer technology field or equivalent
4.	Instructional Technology Coach	Improve student performance by interfacing with teachers to facilitate the integration of technology into teaching and learning by developing and conducting professional development sessions on infusing technology into the core areas of academic curriculum.	Bachelor's degree in job related area Certified teachers license Minimum of one-year experience working with children in an educational setting; job related technology with increasing levels of responsibility desired
5.	Campus Administrators	Monitor instructional and managerial processes to ensure that grant activities are related to project outcomes. Be involved in trainings and provide follow-up support in the classrooms.	Master's degree in educational administration Texas principal or other appropriate Texas certificate Certified Professional Development and Appraisal System (PDAS) appraiser
6.	Campus Instructional Coach	Be involved in trainings and provide follow-up support in the classrooms.Provide support to teachers with guided instruction, assist teachers in using the curriculum and data to plan effective lessons, provide model lessons for content to be taught.	Master's degree in Education (preferred) Certified teacher Proficiency with Curriculum and data analysis Experience in research-based practices

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Schedule #14—Management Plan (cont.)			
County-district number or vendor ID: 233901		Amendment # (for amendments only):	

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	DELL Professional Learning Services	Assist the campus in effectively integrating technology in daily teaching practices in order to prepare students for college and career readiness in the digital age.	• Provide customized outcome-based learning programs • Provide coaching, modeling, and integration of one-to-one instruction
2.	Judy Knight Literacy Consultant	Provide structured and systematic training in reading assessment, using data to inform instruction, guided reading instruction, small group instruction, and literacy stations.	• Ph.D. Curriculum and Instruction • M. Ed. Reading Specialist Certification • 28 years experience as an educator • Established relationship with district/campus
3.	Lead4ward	Train campus leadership and staff in the understanding of the accountability system and the implications of the changes made in 2015; including analyzing campus accountability reports and guiding campus decisions for improvement	• Ability to guide campus leaders and staff in creating data driven approaches to student success • Ability to provide support in the areas of assessment, accountability, and data analysis
4.	Region XV	Assist campus in the implementation of Project GREAT through trainings aligned with grant program (e.g., technology, inquiry based learning, authentic learning, guided reading, guided math, rigorous teaching).	• Experienced and knowledgeable consultants • Ability to provide training in guided instruction and other components of literacy • Ability to assist with program evaluation needs of the grant
5.	Solution Tree	Assist in building and sustaining strong collaborative PLCs.	• Trusted by educators with their professional development needs since 1998 • Quality services reflective of voluminous school and district partnerships.
7.			
8.			
9.			
10.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bredeson and Johansson (2000) suggested there is a consensus among all stakeholders in the educational arena that teacher professional development is paramount to student success when considering educational reform. They suggested that one of the main responsibilities of principals is to provide quality staff development opportunities for their staff and create and sustain a healthy learning climate for students and staff. Teachers who are highly trained directly impact student learning in a positive way and the most important factor in student achievement correlates to the quality of instruction students receive (Dufour & Marzano, 2011).

The principal at North Heights is dedicated and committed to establishing high-functioning professional learning communities where teachers and staff members engage in collective inquiry in order to learn how to learn together (Dufour et al., 2010). She will take her leadership team to the "PLC at Work" Summit in order to build excitement and buy-in to the process and enlist their support in the establishing of PLCs school-wide. Once established, PLC teams will be utilized to focus on learning that will correlate with the program objectives of the grant to take North Heights to GREAT Heights. The first and most important pre-implementation objective will be to provide teachers with in-depth training on using data to drive instruction as identified as a priority in the Comprehensive Needs Assessment (CNA) and correlates to Critical Success Factor two. According to Senge (1994), "The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results". The goal is to generate a commitment for continuous improvement in learning how to be highly effective consumers of data to ultimately increase student achievement focusing on student growth. Through this job embedded learning process, the increased use of quality data to drive instruction will become second nature and viewed as a way of conducting day-to-day business indefinitely (Dufour et al., 2010). This lasting change to campus culture and practices will ensure sustainability after the grant ends.

Teachers will receive training in guided instruction, technology integration, and using data to improve teaching and learning. PLCs will be utilized to provide continued support and sustainability of the new learnings in an effort to augment implementation efforts of all staff members. Staff development opportunities will be spiraled for staff members hired mid-year, those struggling with effective implementation, and for new teachers hired on a yearly basis. Continuous monitoring by campus administration and instructional coaches with timely and specific feedback offered will hold staff accountable to grant objectives and for the principal's vision to make North Heights GREAT.

After the five year grant period ends, North Heights will have built such great capacity in the leadership team that sustability will be a natural occurrence. We will continue to enhance our knowledge to improve our GREAT classrooms by seeking out new funding source and utilizing existing campus and/or district funds to continue the professional plan for North Heights Elementary.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In Collin's (2001) book, *Good to Great,* he states, "Good is the enemy of great." Dufour et al. (2010) further posited that "good" organizational performance can cause complacency instead of inspiring the pursuit of continuous improvement essential to sustained greatness (p. 15). PLCs will serve as the avenue for campus administration to create a collaborate culture in which the staff members come to share the vision of making their school a great place to learn. Sustainability will be a natural consequence as they experience success and improved achievement as a result of their commitment to the grant objectives.

NHE CNA Key Areas of Focus	TTIPS Critical Success Factors	Sustainability Efforts
Demographics: *Economically Disadvantaged and English Language Learners*	CSF1 Improve Academic Performance *Implement engaging instructional strategies to include guided instruction, technology, and inquiry-based learning.*	Teacher demonstration classrooms created as a result of incentives will be available for team members to visit and continue their learning to enhance teaching to support at-risk subgroups.
Student Achievement: *STAAR Reading, Writing, Math, and Science across grade levels*	CSF1 Improve the Instructional Program *Implement engaging instructional strategies to include guided instruction, technology, and inquiry-based learning.*	Teacher demonstration classrooms created as a result of incentives will be available for team members to visit and continue their learning to improve teach to positively impact student learning.
School Culture & Climate: *Develop Professional Learning Communities*	CSF7 Improve School Climate *Utilize leadership team as an infrastructure for school improvement/transformation.*	The newly hired principal who is adept in establishing PLCs will remain at this campus through the duration of the grant and use this format to promote student growth.
Staff Quality/Professional Development: *Content appropriate staff development; Teacher Incentives*	CSF2 Increase Teacher Quality *Provide embedded professional development focused on quality instruction through PLCs.*	Campus administration will use PLCs to provide ongoing training opportunities and highlight teacher strengths to promote success and encourage teachers to create demonstration classrooms.
Curriculum, Instruction, & Assessment: *21st Century Learning Skills and Strategies; Increase engaging instruction*	CSF4 Increase Use of Quality Data to Inform Instruction *Create data binders and provide in-depth training on data analysis to enhance student success and growth.*	PLCs will continue to be utilized to routinely to use data to monitor student progress and plan for effective instruction and interventions.
Family & Community Involvement: *Increased opportunities for parental involvement*	CSF6 Increase Parent Community Engagement *Schedule parent nights where food is provided and utilize guest speakers/activities to promote the value of education in an effort to reduce excessive tardies and absences.*	Use district funds to continue providing family nights to maintain a positive collaborative home school connection.
School Organization: *Increase time on task*	CSF3 Increase Leadership Effectiveness *Seek ways to Improve in the area of walk-through feedback to increase teacher implementation of grant initiatives.*	Campus administration will continue to monitor the implementation of grant objectives by doing walk-throughs to ensure continued participation in **g**uided, **r**igorous, **e**ngaging, **a**uthentic, **t**echnology-enhanced instruction.
Technology: *Increase use of technology to engage and motivate students.*	CSF5 Increase Learning Time *Provide flexible schedule opportunities during the day and extended day with specific a focus.*	One to one technology will continue to motivate and engage students in the learning.

Schedule #15—Project Evaluation

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In an effort to increase student achievement to exit low-performing status, one important pre-implementation strategy is to provide in-depth data analysis training for all staff, which was identified as a priority based on the Comprehensive Needs Assessment (CNA). This will help "jump start" the comfort level of teachers to be more confident consumers of data to help inform their teaching. This training will continue to be on-going until teachers become adept at using data to plan, assess, and evaluate their pedagogical practices and interventions.

The leadership team will meet with teachers once per six weeks to review performance measures and set higher standards based on the data from summative assessments given the prior six weeks. Data will be disaggregated and discussed to determine appropriate interventions for students. This will continue as an ongoing process through the year to track progress not only of individuals, but class progress as well. Teachers will use goal sheets for each individual student to monitor their progress. The student and parent, along with the classroom teacher will have input in strategies (e.g., tutorials, extended day, Saturday school, etc.) for assisting struggling students to improve academically. This collaborative effort will give students and parents a voice, and perhaps solidify the parent's belief system that they are valued in hopes that they in turn will support the school in valuing education.

Historically, North Heights has been well below the state average on STAAR assessments. Therefore, North Heights will set the campus performance measure to be at or above the state average on the STAAR test at all grade levels for all tested subjects. The state average will be used as the target goal on a continuing basis throughout the year. For example, in 2014 the state average in 3rd grade reading was 76% and North Heights was 52%. Our goal for 3rd grade reading for six weeks summatives, benchmarks, and end of year STAAR scores will be 76%.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing assessment is critical for teachers to accelerate instruction in reading. By doing running records, taking anecdotal notes, and tracking student progress in reading, teachers are able to make informed decisions about the appropriate level for their students to read independently and instructionally (Fountas & Pinnell, 2013).

Each classroom teacher will maintain a data binder with a tab for each individual student for the collection of data from multiple sources including, but not limited to: running records, anecdotal notes, iStation reports, summative assessments, and benchmark tests. Additionally, teachers will be required to complete the Campus Performance Objective Planning document. Using the performance measures established by the leadership team based on six weeks summative assessments, the teachers will identify the percentage of their students who did and did not meet the standard in order to plan necessary interventions. Intervention plans will be based on STAAR readiness standards. The planning document will be the tracking measure for participation and dosage of interventions provided. The principal will utilize operational flexibility to integrate intervention opportunities throughout the school day. Participation of students needing interventions will be monitored through sign-in sheets on a weekly basis. For example, if 50 students are in need of intervention through the extended day program and only 10 are attending, then that means only 20 percent of students are receiving necessary interventions as required by the GREAT project. At this juncture, a process will be in place to increase the participation rate which may include: home visits, parent phone calls, and the provision of transportation for those who need it.

Using the Professional Learning Communities process guided by *Learning by Doing: A Handbook for Professional Learning Communities at Work* (Dufour et al., 2010), four questions will guide the discussion regarding student performance on the benchmark:
- What knowledge and skills should every student acquire as a result of this unit instruction?
- How will we know when each student has acquired the essential knowledge and skills?
- How will we respond when students do not learn?
- How will we extend and enrich learning for students who are already proficient?

This process will be utilized as a means for pre-assessment discussions as well as post-assessment discussions to promote reflective dialogue and commitment to high yield results in student achievement.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The following staff will be involved in assessing the program activities and providing support as needed:

Project Coordinator:
A Project Coordinator will be hired with grant funds to oversee the grant in conjunction with the Principal, Assistant Principal, and Instructional Coach to identify any problems and discuss corrective action. The coordinator will conduct daily monitoring, accountability, and staff support.

Computer Technician:
With the emphasis on technology and one-to-one use by students in grades two through five, an onsite computer technician hired with grant money will be readily available to provide technical assistance and support with infrastructure problems instructional software, and hardware issues. The technician will maintain accurate, updated records of preventive maintenance and of time and materials required to perform repairs and service.

InstructionalTechnology Coach
The Instructional Technology Coach will maintain files and records to document activities and participate in meetings with campus administrators and the project coordinator to evaluate the effectiveness of the implementation of the grant. After providing training for teachers, the coach will do follow-up sessions in classrooms to observe the implementation and evaluate the effectiveness of the training.

External Providers:
External providers will be hired to provide initial trainings and in-class follow-up support collaboratively with the instructional coaches to assist teachers struggling with implementing guided instruction as well as engaging, authentic, rigorous lessons. Training will be scheduled in such a way that teachers who are hired mid-semester or ones who may be struggling with the implementation of GREAT instruction will have access to repeated trainings and also the benefit of visiting demonstration/model classrooms. One of our external providers will be the DELL support team. Their commitment is to assist us in transforming learning via their technology by providing assistance to enhance the learning of students and teachers at North Heights Elementary. Program evaluations will be completed to assess appropriateness of training based on the needs of the grant.

Instructional Coach:
The instructional coach will play a vital role in nurturing teachers daily, providing coaching and demonstration lessons as requested by classroom teachers. The instructional coach will attend all trainings, modeling sessions, and coaching sessions provided by external providers along with the classroom teachers to demonstrate the importance of the training and to be knowledgeable to provide follow-up support. This team will use walk-through data to ascertain which teachers could benefit from additional support.

Principal/Assistant Principal
The campus administrators will attend trainings with teachers, provide follow-up support, monitor implementation through walk-throughs and provide timely and specific feedback, and help teachers use data effectively to ensure student growth is the main focus in an effort to transform North Heights Elementary.

The staff involved in assessing the program will meet regularly to discuss the effectiveness of othe implementation of the grant. Using this collaborative approach, if problems with project delivery are identified, then a corrective action plan will be developed by the appropriate staff member(s).

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Selection Requirements

- The external provider recruitment will occur as based on selection criteria following local LEA procurement policy approved by the school board for hiring an outside contractor.

- External service providers must meet LEA employment requirements to include referrals and background checks.

Screening Process

- Campus leadership and key district personnel will screen potential providers to assess their ability to provide research-based initiatives, level of experience in delivering services, and their history of success in delivering services.

- This process will be ongoing (quarterly) with checkpoints for assessing and evaluating results of providers' services.

Final Selection and Evaluation Process

- External service providers will be selected based on established criteria with the understanding they will provide self-assessment documentation to the Project Coordinator.

- Education Service Center Region XV will assist the campus in conducting a risk assessment related to contracting.

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Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Actions Necessary to Oversee External Providers	Processes in Place for Oversight
Proposed schedule to regularly review external provider performance	The Project Coordinator will meet with campus administration and district personnel every six weeks to review performance of external providers or as needed.
Campus/district personnel responsible for oversight and management of providers	**Campus Level:** Principal, Assistant Principal, Instructional Coaches **District Level:** Chief Instructional Officer (CIO) Director of Curriculum and Instruction
Process/instruments used to measure and monitor success of providers	The Project Coordinator, the campus level administrators, and district personnel will use a rubric and surveys to assess the effectiveness of services provided as related to improved student achievement and growth.
Corrective actions or additional supports utilized to improve provider performance	The Project Coordinator will be responsible for completing continuous performance checks by evaluating provider performance and having key conversations with personnel based on data specific areas for improvement with the overarching goal to improve student achievement.
Criteria/sequence of actions to be taken to remove/replace a low performing provider	The criteria to remove/replace a low performing provider will be based on district policy approved by the School Board as stated in the contract signed by the consultant.

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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Conduct at technology infrastructure assessment.
2.	Schedule necessary infrastructure to be put in place.
3.	Order laptops for one-to-one initiative.
4.	Provide technology training.
5.	Secure dates and establish contracts with external providers.
6.	Provide training in using data to drive instruction.
7.	Provide foundational training on the basics of guided reading/guided instruction.
8.	Provide training on doing running records and using them to determine students' instructional levels for grouping students in guided reading.
9.	Implement a Summer Reading Academy to allow teachers to practice the the initial strategies from the foundational training with identified Tier 3 students.
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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At North Heights Elementary there is evidence that teachers acknowledge the importance of data driven decision making which aligns with Critical Success Factor (CSF) two in order to increase the use of quality data to drive instruction. Last year, a system for data collection was developed. This consisted of each teacher printing and organizing their data reports. Through the use of this grant, one goal is to take the use of data to a higher level. There is a need to shift from collecting data to using it as a tool to inform teaching practices and plan interventions and differentiated instruction.

Puzio, Newcomer, and Goff (2015) reported, "Differentiation occurs when the teacher, guided by assessment data, proactively adapts their instruction or curriculum for individuals or groups". One of the district initiatives in San Felipe Del Rio CISD is for teachers to provide small group instruction to meet the needs of all students. This is a powerful way to accelerate learning in reading or math because it is based on the students' instructional levels. During the 2014-2015 academic school year North Heights began the implementation of small group instruction; however, the instruction that took place during small group time was not effectively planned for or delivered. The teachers valued and understood the importance of pulling small groups, but there is a need for professional development to train teachers in using the collected data to effectively group students and to plan for guided instruction. This will help to improve academic performance which correlates to CSF one.

In order for guided instruction to be effectively implemented in the classroom, there must also be a plan in place to engage the students in meaningful instruction for the other students. A one-to-one initiative will enhance the technology in the current classrooms. Currently, teachers do have technology in the classrooms, such as Smart Boards, computers, and document cameras. However, technology has primarily been used by the teachers to engage the students; however, true student engagement with technology requires students to be using technology devices to enrich their learning.

To address CSF two to improve the school climate, the new principal will continue the partnership with Franklin Covey's *Leader in Me* program which is aligned with best-in-class content and concepts practiced by global education thought leaders. This program focuses on providing opportunities for students to develop their full potential and incorporates 21st Century Learning traits such as: leadership, responsibility, accountability, problem solving, adaptability, communication, initiative and self-direction, creativity, cross-cultural skills, and teamwork. With the Covey team's logical, sequential, and balanced process, North Heights will be able to proactively design the culture that reflects their vision of a GREAT school.

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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Eliza Diaz
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	7/08/15

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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the **_option_** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Data sources used for student growth accounted for in the teacher and principal evaluation system will include: ➢ Curriculum-based assessments given every six weeks ➢ iStation Reports (beginning, middle, and end of year) ➢ Running records (every six weeks) ➢ Anecdotal notes ➢ STAAR data (look at longitudinally) For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data will be based on students' scores on the State's assessment. Student growth will also be based on multiple observations and performance on district assessments as well improved teacher practices.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	North Heights will use grant funds to purchase Walkthrough which is a powerful yet efficient way for administrators and teachers to observe instructional strategies and interactions in their classrooms. The data generated with this tool over time will provide a wealth of information to strengthen instruction and improve student outcomes. The data will be utilized as part of the evaluation system to help campus staff identify professional development needs and shape school plans. This GREAT campus can implement strategies to strengthen individual teachers and school-wide culture that will improve student motivation, performance, and achievement. The evaluation system will also include surveys on the job embedded professional development to ensure the capacity to successfully implement the school reform strategies.
Describe how the evaluation system was developed with teacher and principal involvement:	The grant team reviewed a variety of options and decided that the best process to evaluate the implementation of the grant would be through the collaborative review of the quantitative data sources as described above through the campus PLC. In addition, the Leadership team would incorporate climate surveys for reviewing qualitative data. This process will ensure that not only teacher and principal involvement is included, but that parent and support staff also share their input in the implementation of this grant.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	A three tiered system will be developed and implemented for educators who have increased student academic achievement as measured by the STAAR tests and who have demonstrated growth within the Bilingual/ESL subpoulation.The minimum increment for teacher rewards based on student achievement will be an increase in 5% in each of the tested subjects. Other financial awards will be available to those teachers and administrators participating in instructional rounds in non-tested academic areas based on a contributions matrix focusing on academic contributions to students.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	Teachers struggling to improve professional practice will have multiple offerings of support to include, but not limited to: ➤ Professional Learning Communities ➤ Repeated training opportunities ➤ Class coverage to visit demonstration classrooms to observe guided instruction, technology integrated, rigorous lessons, authentic, and inquiry-based learning ➤ Feedback from campus administrators and instructional coaches to improve practices ➤ Model lessons provided by Instructional Coaches ➤ Opportunities to attend additional training
Describe the criteria established for educator removal:	North Heights follows the district policy for the removal of a teacher. An educator may be removed if it is determined that keeping the teacher is not in the best interest of the district due to lack of growth in the 8 proficiencies for learner-centered instruction as outlined in the Professional Development Appraisal System (PDAS) and areas listed below: ➤ Active, successful student participation in the learning process ➤ Learner-centered instruction ➤ Evaluation and feedback on student progress ➤ Management of student discipline, instructional strategies, time/materials ➤ Professional communication ➤ Professional development ➤ Compliance with policies, operating procedures and requirements ➤ Improvement of all students' academic performance

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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Statutory Requirement 14: Screening and Selecting Staff
Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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N/A

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.
List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	Provide guided instruction in reading to allow for differentiated instruction for all students to advance on-level students, but also to ensure economically disadvantaged students and English Language Learners are provided accelerated instruction with the primary goal of closing achievement gaps.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide guided instruction in math to allow for differentiated instruction for all students to advance on-level students, but also to ensure economically disadvantaged students and English Language Learners are provided accelerated instruction with the primary goal of closing achievement gaps.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Use one-to-one technology to front-load learning concepts, provide flipped-classroom experiences to do research projects and inquiry-based projects.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Extended day activities, summer academies as student enrichment opportunities	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Provide staff development to incresase student achievement and build teacher capacity	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Implementation of PLC to improve data disaggregation and instructional effectiveness using a collaborative approach	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Utilize professional learning communities as a platform for job embedded professional development opportunities and to build a collaborative school culture.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Offer teacher incentives for attending additional staff development opportunities.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Offer teacher incentives for creating demonstration classroom for others to visit to help them better understand inquiry-based learning, creative uses of technology, and effective guided instruction.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Offer incentives for increase in student growth on state assessments.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	Monitor time on task to ensure instructional minutes are guarded.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Make certain time spent in meetings is purposeful and intentional, with the focus on student learning and student growth.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Use the walk-through process to provide timely, specific feedback regarding the nature of instruction focusing on guided reading instruction.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Use the walk-through process to provide timely, specific feedback regarding the nature of instruction focusing on guided math instruction.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Use the walk-through process to provide timely, specific feedback regarding the nature of instruction focusing on use of instructional technology.	☐ Year 1 ☒ Year 4 ☐ Year 2 ☒ Year 5 ☒ Year 3
6.	Use the walk-through process to provide timely, specific feedback regarding the nature of instruction focusing inquiry-based learning.	☐ Year 1 ☒ Year 4 ☐ Year 2 ☒ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Use summative data each six weeks and have data meetings to discuss percentage of students meeting set goals. Discuss strategies for students who do not and develop intervention plans and flexible scheduling to address strengths and needs of students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Teachers will use data binders with a tab for each student where running records, anecdotal notes, iStation reports, accelerated reader summary reports, and summative data for individual students. Binders will be used in PLCs, grade level meetings, cluster meetings, and individual teacher data meetings with principals to discuss individual progress of students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Create a PLC room where norms are posted and data can be displayed	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	Extend the school day for focused differentiation instruction for those in need, and for enrichment for those who opt to participate.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Utilize operational flexibility during the day to meet individual needs during Response to Intervention (RTI) time.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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| Critical Success Factor: | *Increase Parent/Community Engagement* ||

	Planned Intervention	Period for Implementation
1.	Provide parental involvement activities to invite parents to be a part of the school culture. Activities will focus on strategies/make and take ideas for parents to help their children academically.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Host an academic fair night where students plan and prepare to teach something to their parents.	☐ Year 1 ☒ Year 4 ☐ Year 2 ☒ Year 5 ☒ Year 3
3.	Plan several parent nights where a meal is provided and bring in guest speakers/role models that will instill the message that education should be valued to ensure all kids graduate and have the necessary skills to succeed in our global economy.	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
4.	Participate in service learning projects to involve the community businesses in the education of our youth.	☐ Year 1 ☒ Year 4 ☐ Year 2 ☒ Year 5 ☐ Year 3
5.	Host a school-wide data night for families of students in grades 3-5 where students are given the opportunity to share their progress and collaborate with their parents to develop contracts for student commitment to set goals for improvement in student achievement.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Assemble a leadership team to serve as the infrastructure for school improvement.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
2.	Incorporate celebrations to recognize student and teacher success.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Motivational speakers	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 233901	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 233901	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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	Schedule #18—Equitable Access and Participation (cont.)			
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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)	
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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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Z99	Other barrier Other strategy	☐	☐	☐
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